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EFFECTS OF TUTORING AND PRACTICE TEACHING ON SELF-CONCEPT AND ATTITUDES IN EDUCATION STUDENTS.

BY- WALBERG, HERBERT J. AND OTHERS
HARVARD UNIV., CAMBRIDGE, MASS.

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TO REPLICATE PREVIOUS STUDIES OF SELF-CONCEPT AND TEACHING ATTITUDES IN STUDENT TEACHERS, 2 GROUPS OF WOMEN ELEMENTARY EDUCATION STUDENTS WERE TESTED ON A SEMANTIC DIFFERENTIAL SCALE BEFORE AND AFTER TUTORING AND PRACTICE TEACHING EXPERIENCE. ONE GROUP DID PRACTICE TEACHING IN MIDDLE-TO UPPER-MIDDLE CLASS SUBURBAN SCHOOLS. ALTHOUGH THIS SAMPLE DECLINED IN PROFESSIONAL ASPECTS OF SELF-CONCEPT AND "DEMOCRATIC" TEACHING ATTITUDES, IT ROSE IN PERSONALLY FULFILLING ASPECTS OF SELF-CONCEPT. THESE FINDINGS SUPPORT THE HYPOTHESIS THAT MIDDLE-CLASS STUDENTS TRAINED FOR MIDDLE-CLASS SCHOOLS HAVE DECLINING SELF-CONCEPT BECAUSE OF THE REALITIES OF THE TEACHING SITUATION. HOWEVER, PRACTICE TEACHERS IN AFFLUENT, SUBURBAN SCHOOLS APPEAR TO DERIVE MORE PERSONAL SATISFACTION FROM THEIR TEACHING THAN THOSE IN DISADVANTAGED SCHOOLS USED IN THE AUTHOR'S PREVIOUS STUDIES. THE DECLINE IN PROFESSIONAL SELF-CONCEPT FOUND AMONG ALL GROUPS OF PRACTICE TEACHERS SUPPORTS THE HYPOTHESIS THAT THE CONFLICT BETWEEN THE NEED TO BE CLOSE TO CHILDREN AND THE ROLE DEMAND TO ESTABLISH AUTHORITY AS TEACHER LOWERS PROFESSIONAL ROLE SELF-EVALUATION. HOWEVER, THE TUTOR GROUP IN THE PRESENT STUDY WHO WORKED WITH ONE OR TWO CHILDREN IN SLUM SCHOOLS SHOWED SIGNIFICANT CHANGE. IN THE INTIMACY OF TUTORING, THE STUDENTS BECAME LESS CONTROLLING AND AUTHORITARIAN, AND MORE PUPIL-CENTERED. THIS IS INTERPRETED AS DUE TO THE INTIMACY OF TUTORING AND THE GREATER ATTENTION ONE CAN GIVE TO INDIVIDUALS. (RP)

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Effects of Tutoring and Practice Teaching on Self-Concept and Attitudes in Education Students

Herbert J. Walberg [1]
Harvard University

Seymour Metzner [2]
Robert M. Todd and Phyllis M. Henry
Boston University

The professional half-life of the typical graduate of a teacher education program is two years, that is to say, after the year of the baccalaureate for those who begin teaching, only half will remain in teaching for more than two years, a quarter for more than four years, and an eighth for more than six years. Obviously many undergraduate students in teacher education do not plan long careers of teaching, and great numbers marry and begin having children shortly after graduation. However, recent research (Walberg, 1967; Walberg, 1968 in press) brings out some socio-psychological problems encountered by beginning teachers which may also account for high attrition rates during the first few years in the professional role. More specifically, the study was undertaken 1) to attempt a replication in advantaged, suburban schools of previous studies of professional self-concepts of practice teachers in deprived sections of Chicago's inner city (Walberg 1967B; Walberg 1968), 2) to extend the study to recently discovered factors in teaching attitudes (Walberg 1967C), 3) to examine the effects of tutoring -- a presumably beneficial experience for education students (Todd, 1968), and 4) to contrast the effects of tutoring with the effects of practice teaching on both self-concept and attitudes. The rationale for the investigation, related literature, and research methods are discussed below.

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[2]Now at City University of New York.

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As little as twenty years ago, beginning middle-class teachers educated in urban colleges were "reality struck" by the rigors of rural schools, high pupil-teacher ratios, inadequate facilities, uninterested pupils, and so on. Recently, the problems of beginning teachers have been more acute in big cities. Novice teachers are typically assigned to the most difficult schools in the inner city (Becker, 1952) because these jobs are lowest in the school hierarchy; if they survive a few years, they obtain transfers to more desirable middle-class schools. This transiency of staff is aggravated by in-migration of Negroes and Whites from the rural areas who are ill-prepared for big-city life and by a corresponding out-migration of the middle and professional classes to the suburbal. Concomitant indicators of urban pathology are high truancy and delinquency rates among the school children, unemployment, family instability and crime among the adults.

Early sociological studies of teachers in Chicago (Wagenschein, 1950; Becker, 1952) employed interview techniques and documented the "reality shock" undergone by beginners. Later, an attitudinal study of beginning teachers in New York City showed sharp drops in positive teaching attitudes (Rabinowitz and Rosenbaum, 1960). Recent cross-sectional and longitudinal studies of practice teachers in Chicago's inner city showed severe declines in measures of self-concept after practice teaching (Walberg, 1967B; Walberg, 1968). One is led to believe that the unanticipated sociological realities of these schools produce less positive teaching attitudes and lowered self-concept.

However, a rival psychological hypothesis and some evidence (Walberg, 1968B; an extension of Getzels (1963) theoretical work) holds that conflict between the <u>personality need</u>, to establish rapport with children, and the <u>role demands</u>, to establish authority and discipline in the professional role of the teacher during practice teaching, lowers self concept. Thus the sociological hypothesis states that "reality shock" of the lower class morality and behavior lowers the novice teacher's self-concept. Similarly the anthropologist would speak of "culture shock" during "the rites of passage". But the social psychologist would entertain the hypothesis of personality-role conflict lowering self-concept. The first purpose of this study is to furnish evidence for these hypothesis by determining the presence or absence of lowered self-concept in practice teachers in middle and professional-class schools. A second purpose of the study is to extend the previous research on self-concept and single measures of teaching attitudes to the seven dimensions of teaching attitudes recently brought out in a factor analysis (Walberg, 1967C) of the Minnesota Teacher Attitude Inventory (MTAI, Cook, Leeds, and Callis, 1951.) Important changes in attitudes among beginning teachers may have eluded previous research (See reviews by Getzels and Jackson,

1963; Metzner, in press; Walberg, 1967A) because teachers may score higher on some groups of items (or factors) and lower on others, and the changes may cancel out when adding gains and looses together for a total score. Consequently, for the present study subscores were calculated for each of the seven group of items clustering together as revealed by the previous factor analysis.

The other purposes of this study are to examine the effects of tutoring on self-concept and teaching attitudes and to contrast these effects with those of practice teaahing. Tutoring has evoked a great deal of interest among educators, students within or outside the professiona of education and among interested citizens. Tutoring in some respects is like the Peace Corps and Vista in that it appeals to altruistic values, especially when tutoring disadvantaged children. Turoring presents education students with the real teaching task -- producing learning in an individual -- and makes relevant the teaching principles offered in professional courses. A recent study (Todd, 1958) showed that education students ranked tutoring as the most beneficial experience in a methods course. It is of interest to those in teacher education to learn how students change as a result of their experiences and for this reason a sample of tutors were included in the study.

METHOD

Sanple:

The group of practice teachers included 64 college senior women enrolled in a practice teaching course of approximately fourteen weeks duration. Practice teachers were assigned to suburban elementary schools and taught full time at two different grade levels for approximately equal times. The tutoring group included 77 college junior women enrolled in both a nine-semester hour core education course and a two-semester hour methods-of-arithmetic course. The core course included elements of educational foundations, psychology of learning, elementary education, and classroom observation for a halfday weekly. The methods course required that the students tutor children from Boston's inner city in arithmetic. The classroom observation was done in suburban schools while the tutoring was done in the inner city schools (both public and parochial) during and after school hours.
The students of both groups, practice teachers and tutors, were enrolled in the elementary education program in a large urban, private university in New England. The students of the School of Education are mostly from middle-class families, predominately of Jewish faith, and mostly from Northeastern United States. (Fleisch, 1967) A substantial number of students transfer

into the program as juniors from other colleges and junior colleges; however, the student profile remains meddle-class, suburban and Norhteastern.

Instruments and Procedure

A battery of three measures were administered to both groups before and after practice teaching and tutoring. The first measure consists of 26 standard seven-point Semantic Differential Scales (Osgood, Suci, and Tannabaum, 1957) between bi-polar adjectives such as "Kind" and "Mean". The concept of "Myself as a Teacher" was printed at the top of the page, and the subjects were asked to "Rate yourself as your students would". The second measure is exactly the same except that rateings are made between bi-polar phrases, for example, "Teaches us a lot" and "Doesn't teach us much." The first two measures were designed by Benjamin D. Wright of the University of Chicago for another research project. A subsequent factor analysis (Walberg, in press) revealed seven factors on the adjective scales (labled "Neat, Bright, Stable, Good, Accessible, Expressive, and Narcissistic") and three factors on the phrase scales ("Pedagogical, Controlling, and Identified", See Tables 1-3; also Walberg, in press for more detailed descriptions of the measures and statistical technuque). The scores were calculated by calculating the mean rating of the group of items in each cluster.

The third measure consists of 35 modified items from the MTAI (Cook, Leeds, and Callis, 1951) which have been found in a factor analysis of the instrument (Walberg, 1967C) to cluster together in seven groups "Puritanical, Pupil-centered, Distant, Authoritarian, Egalitarian, Irritable, and Restrictive." On the scale, subjects are asked to express agreement of disagreement on a fourpoint scale to statements such as "Most pupils are not interested in learning". The scores were calculated by finding the mean rating on each of the seven clusters of statements.

The means and standard deviations were calculated separately for the two groups, 77 tutors and 64 practice teacher, before and after their experience. The statistical significance of the protest-posttest changes were tested separately for the two groups with matehed T-tests. (See Tables 1 and 2). Finally, the change scores for the two groups were compared and tested for significance with regular T-tests (Table 3).

RESULTS AND DISCUSSION

Tables 1 and 2 reveals that after their experiences:

Student teachers scored significatly

lower on	and	higher on
Neat		Expressive
Pedagogical		Narcissistic
Identified		Controlling
Pupil-Centered		Puritanical, and
Egualitarian		

tutors scored significantly

lower on	and	higher on
Neat		Pupil-Centered
Stable		
Good		
Controlling		
Autthoritarian		

Table 3 contrasts the change scores of the two groups. Of prime interest are the two scores which change significantly in both groups but in opposite directions. On Controlling, the tutors scored lower after tutoring; the practice teachers scored higher after practice teaching. Similarly, on Pupil-Centered, the tutors scored higher, and the practice teachers scored lower. In other words, in contrast to one another, tutors become pupil-centered while the practice teachers become more controlling.

In discussing the results, let us couch our thinking in terms of the rival hypotheses from sociology and psychology presented earlier. It appears that both are supported. The practice teachers in the present study did their teaching in suburban middle - and upper middle calss schools. Unlike practice teachers in previous research (Walberg, 1967B; Walberg 1968) who had done their teaching in the inner city, the present sample felt more expressive, narcissistic and controlling after practice teaching. These changes suggest more personal fulfillment and autonomy in teaching in suburban schools. The findings help to explain why large cities have difficulty in recruiting and keeping good teachers.

On the other hand, the personality-role conflict hypothesis is also born out. Despite the advantages of practice teaching in suburban schools, like the inner-city practice teachers, the present sample thought of themselves as less pedagogical and less identified with students. These findings confirm the previous research: the beginning teacher in conforming to the institutional role of the teacher learns that she must maintain a status gap between herself and the children. Although a number of studies have shown her basic desire to be emotionally close

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3. When refering to a trait inferred from a measure, no capitalization is used (to distinguish it from the corresponding measure).

to children (See Walberg 1968 for a review), the beginning teacher must learn to keep her distance. Thus the declines in aspects of professional self-concept found here and in the previous studies can also be interpreted psychologically as a result of personality-role conflict.

In addition, the practice teachers also rated themselves less neat. This was also found in the previous study. It is a puzzling finding. Perhaps it is a reflection of their anxious preoccupation with their new professional image and demeanor or even clothing. Certainly they must be more concerned about these factors than they were in casual student days. An alternate explanation is that they feel less intellectually "neat", that is to say, their lessons may not proceed with the same order, rigor, and pace for which they had planned and hoped.

Turning now to the changes in teaching attitudes, the practice teachers became less pupil-centered and egalitarian, and more puritanical. The declines in attitudinal ratings on the first two measure, Pupil-centered and Egalitarian, are consonant with the changes in self-concept--declines on Pedagogical and Identified and increases on Controlling. These findings are additional support for the personality-role conflict hypothesis. In addition, it may reflect disillusion in trying to apply in the classroom "Neo-Progressive,""democratic" methods gleaned in education courses.

The increase on Puritanical is a puzzling finding at first glance. But anyone who has made a "Freudian slip" or double entendre in front of a group of school children may have empathy for this change in attitude.

Let us now consider the changes in self-concept and attitudes in the tutoring group (See Table 2) by contrasting them with the changes in the practice teachers (also see Table 3). The two measures which changed significantly in opposite directions are Controlling and Pupil-Centered, and they seem to characterize some of the other differences. Because of the intimacy in tutoring and the greater opportunity for individual attention, the tutors become more pupil-centered and less controlling. Consonant with these changes is the tendency to become less authoritarian. In tutoring much like individual intelligence testing, the pupil's response indicates his understanding of the task. This means that the lesson is centered in the only pupil present. Thus the individual pupil's rate of learning paces the instruction. Such self-pacing for a class of 30 to 40 pupils taught by practice teachers is almost impossible.

A second pattern of change in the tutors is the decline in self-concept on the measures Stable and Good. These measures did not change in the samples of

practice teachers in this study or the previous studies. The slow learning characteristics of the children being tutored may have precipitated declines in certain aspects of self-concept, "goodness" and "stability". However, the declines may be attributable to a "middle-class guilt" awakened by the realization of the poverty of their tutees' experiences in slum schools, the prognosis of not finishing high school and "a life of quiet desperation" for the lucky and jail for the less lucky. The decline on the "Neat" factor, also observed in the groups of practice teachers in this study and the previous research, may also result from the anxiety of novices in quasi-professional roles over physical and intellectual appearances.

Summary

To replicate a previous series of studies of self-concept and teaching attitudes in student teachers, groups of woman elementary education students were tested before and after their experiences of tutoring and practice teaching. The earlier research had shown sharp declines in self-concept and attitudes among practice teachers in slum and lower-middle-class schools in Chicago and New York However, the present sample taught in middle - to upper - middle class schools in the suburbs of Boston. Although this sample declined in professional aspects of self-concept and "Neo-Progressive," "democratic" teaching attitudes, they rose on personally fulfilling aspects of self-concept and "controlling" teacher attitudes. These findings support a sociological hypothesis which states that middle-class students trained for middle-class pupils have declining self-concepts because of the "social realities" of poverty in the inner city schools. On the other hand, practice teachers in affluent, suburban schools, while declining on professional self-concept and attitudes, appear to derive more personal satisfaciton from their teaching. The declines in professional self-concept in all groups of practice teachers is interpretable in the light of the psychological hypothesis that suggests that the conflict between the personality need to be close to children and the role demand to establish authority and discipline as teacher brings about lowered self-evaluation in the professional role of the teacher.

In contrast to the practice teachers, each of the tutors in the present study worked with one or two children in slum schools, many of whom were truants and school behavior problems. The changes in this group were unlike the practice teachers of this study or the previous research. In the personal intimacy of tutoring, the students became less controlling and authoritarian, and more pupil-centered. An obvious explanation is the greater attention one can give to individual differences in tutoring as contrasted with teaching. The tutors also saw themselves as less good and stable in the professional role of teacher.

A subsequent paper is in preparation which draws a number of implications for teacher training form these findings. However, in conclusion here, one can point to a number of questions raised by the research. Should education students tutor throughout the college years? If so, what kind of children should they tutor? Should studnets observe only middle-class schools? To what extent should teacher education at a college or university be split in to separate programs for urban and suburban teaching? To what extent can he experiences of professional education courses and the realities of teaching be brought closer together? To what extent do selection and training experiences bear upon problems of role adjustment and the very high rates of attention in beginning teachers? In short, how do we do the best possible job of making good teachers for different kinds of children?

Table 1

Changes in
Self Concept and Teaching Attitudes
Before and After Tutoring
(N-77)

Variable	Before		After		Difference	T	P*
	M	SD	M	SD			
Neat	5.83	.36	5.67	.45	-.16	3.35	.001
Bright	5.29	.50	5.24	.45	-.05	.89	
Stable	5.17	.56	4.99	.52	-.18	3.04	.003
Good	5.23	.54	5.13	.48	-.11	1.87	.07
Accessible	4.61	.68	4.64	.71	.02	.31	
Expressive	4.81	.59	4.83	.60	.02	.35	
Narcissistic	3.92	.81	3.95	.80	.03	.41	
Pedagogical	5.35	.53	5.37	.51	.02	.31	
Controlling	3.52	.61	3.36	.61	-.16	2.26	.03
Identified	4.82	.56	4.72	.52	-.06	..98	
Puritanical	1.80	.43	1.75	.47	-.05	1.14	
Pupil-Centered	2.92	.37	3.18	.39	.26	6.39	<.001
Distant	1.45	.33	1.46	.37	.00	.06	
Authoritarian	2.06	.32	1.99	.31	-.07	1.66	.1
Egualitarian	2.75	.33	2.81	.33	.06	1.62	
Irritable	2.38	.30	2.33	.33	-.06	1.40	
Restrictive	1.71	.35	1.77	.35	.04	1.58	

*Probability of no difference; probabilities greater than .1 omitted.

Table 2

Changes in
Self Concept and Teaching Attitudes
Before and After Practice Teaching
(N-64)

Variable	Before M	Before SD	After M	After SD	Difference	T	P*
Neat	5.83	.43	5.71	.43	-.13	1.93	.05
Bright	5.23	.45	5.13	.58	-.10	1.11	
Stable	5.05	.55	5.07	.53	.02	.24	
Good	5.25	.47	5.19	.53	-.06	.84	
Accessible	4.69	.75	4.70	.79	.02	.23	
Expressive	4.63	.64	4.85	.63	.23	2.65	.01
Narcissistic	3.58	1.06	4.01	.87	.42	3.40	.001
Pedagogical	5.39	.50	5.22	.56	-.16	2.01	.05
Controlling	3.59	.55	3.87	.71	.31	3.33	.001
Identified	4.93	.59	4.70	.62	-.24	-2.35	.02
Puritanical	1.84	.42	2.03	.51	.19	3.54	.001
Pupil-Centered	2.96	.36	2.73	.41	-.23	5.11	<.001
Distant	1.39	.35	1.41	.35	.02	.53	
Authoritarian	2.01	.33	1.98	.33	-.03	.59	
Egalitarian	2.68	.30	2.60	.30	-.08	1.90	.06
Irritable	2.26	.36	2.30	.30	.05	.93	
Restrictive	1.71	.37	1.70	.37	-.01	119	

*Probability fo no difference; probabilities greater than .1 omitted

Table 3

Contrast of
Changes in Self Concept and Teaching Attitudes
in 77 Tutors and 64 Practice Teachers

Variable	Tutors		Practice Teachers		Difference	T	P*
	M	SD	M	SD			
Neat	-.16	.42	-.13	.53	-.03	.38	
Bright	-.05	.47	-.10	.69	.04	.44	
Stable	-.18	.51	..02	.70	-.21	2.00	.05
Good	-.11	.49	-.06	.58	-.06	-.61	
Accessible	.02	.72	.02	.82	-.01	.08	
Expressive	.12	.60	.23	.69	-.22	1.98	.05
Narcissistic	.03	.70	.42	.97	-.37	2.60	.01
Pedagogical	.02	.50	-.16	.62	.17	1.75	.08
Controlling	-.15	.61	.31	.72	-.45	3.98	<.001**
Identified	-.06	.48	-.24	.80	.17	1.48	
Puritanical	-.05	.37	.19	.42	-.24	3.64	<.001
Pupil-Centered	.26	.35	-.23	.36	.48	7.90	<.001**
Distant	.00	.37	.02	.34	-.02	.37	
Authoritarian	-.08	.35	-.03	.39	-.05	.79	
Egalitarian	..05	.32	-.08	.32	.13	2.37	.02
Irritable	-.06	.33	.05	.40	-.11	1.68	.09
Restrictive	.04	.35	-.01	.38	-06	1.01	

* Probability of no difference; probabilities greater than .1 omitted; significant changes in the separate groups (p .05) are underlined (See Tables 1 and 2)

** Changes significant in both tutors and practice teachers which are in opposite directions.

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